



## Year 2 Literacy Implementation

These statements are used to assess the impact our teaching intention and the progress of children during their learning journey.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Books</b>	The Wizard of Oz The Ginger Bread Man Rumpelstiltskin Rapunzel The Elves and the Shoe Maker	Instruction texts Letter examples Postcard examples Stickman 'Twas the night before Christmas	Remarkable Animals Lost and Found The Selfish Crocodile What the Ladybird Heard	Book Review examples The Jolly Postman Senses The Lonely Robot (clip) Information texts Instruction texts	Comprehension Christopher Nibble The Selfish Crocodile	Don't Go (clip) Interstellar Cinderella
Throughout these texts, children will learn to:	<ul style="list-style-type: none"> <li>- write simple sentences which include <b>capital letters</b> and <b>full stops</b>.</li> <li>- use <b>adjectives</b> to describe characters and settings.</li> <li>- ask and answer <b>questions</b> through hot seating tasks.</li> <li>- <b>sequence</b> events in order.</li> <li>- use <b>verbs</b> accurately in sentences and develop range of verbs used.</li> <li>- begin to use <b>connectives</b> to extend sentences.</li> <li>- <b>plan</b> and write a simple story.</li> <li>- begin to use simple <b>past tense</b> verbs when recounting events.</li> <li>- begin to spell <b>common exception words</b> for the year group 2 accurately.</li> </ul>	<ul style="list-style-type: none"> <li>- recognise and use the key features of instruction texts (<b>heading, 'what you need' list, numbered points, time connectives, imperative verbs</b>).</li> <li>- recognise and use the key features of letters (<b>address, greeting, sentences, sign off</b>).</li> <li>- recognise and use the key features of postcards (<b>to, from, address, stamp, first person, adjectives, time connectives</b>).</li> <li>- write questions including the use of a <b>question mark</b>.</li> <li>- identify and recognise rhyming words.</li> <li>- match and create words that <b>rhyme</b>.</li> <li>- write simple sentences using spelling patterns to support spelling of rhyming words.</li> </ul>	<ul style="list-style-type: none"> <li>- use correctly formed and joined handwriting.</li> <li>- use <b>subordinating and coordinating connectives</b> to extend sentences.</li> <li>- write in full sentences that contain a <b>subject</b> and a <b>verb</b> and use <b>questions</b> and <b>exclamation</b> sentences.</li> <li>- recount stories including main events in own writing.</li> <li>- describe animals using adjectives and <b>expanded noun phrases</b>.</li> <li>- use a range of <b>verbs</b> to describe animal movement.</li> <li>- write <b>rhyming couplets</b>.</li> <li>- write texts in the present and past tense.</li> <li>- develop accurate spelling of <b>common exception words</b> for the relevant year group.</li> </ul>	<ul style="list-style-type: none"> <li>- recognise and use the key features of a book review, letter, description, narrative, information and instruction text.</li> <li>- Write in full sentences and use <b>question, exclamation</b> and <b>commands</b> sentences with relevant <b>punctuation</b>.</li> <li>- Develop range of descriptive language used when describing using senses.</li> <li>- Plan, develop and write a story based on a given story prompt.</li> <li>- Begin to add <b>suffixes</b> to spell longer words.</li> <li>- develop understanding of spelling rules for past tense verbs.</li> </ul>	<ul style="list-style-type: none"> <li>- write <b>question</b> and <b>exclamation</b> sentences and punctuate accurately.</li> <li>- conduct <b>research</b> and plan information to create a fact page.</li> <li>- write an information page about guinea pigs including relevant features (<b>heading, subheadings, information</b> in extended sentences, <b>pictures, captions, 'Did you know?' facts</b> etc).</li> <li>- use expanded noun phrases to describe.</li> <li>- use <b>suffix words</b> to add more detail to descriptions.</li> <li>- choose past or present tense verbs accurately in their writing.</li> <li>- begin to spell words with contracted forms (<b>contractions</b> – I'm, don't, it's etc)</li> </ul>	<ul style="list-style-type: none"> <li>- use <b>adverbs</b> to describe movement.</li> <li>- use <b>subordinating and coordinating</b> connectives to compare characters and extend sentences.</li> <li>- Use a range of sentence openers including <b>time connective phrases</b>.</li> <li>- use <b>powerful verbs</b> to describe movement.</li> <li>- recount events from a familiar story.</li> <li>- plan a twisted fairy-tale story.</li> <li>- write a twisted fairy tale and show a <b>beginning, middle</b> and <b>end</b>.</li> <li>- spell all <b>common exception words</b> for the year group 2 accurately.</li> </ul>
<b>Reading</b> Throughout these texts, children will learn to:	<ul style="list-style-type: none"> <li>- read familiar stories aloud.</li> <li>- develop fluency through regular repetition of reading familiar stories.</li> </ul>	<ul style="list-style-type: none"> <li>- read for information and find information within a text.</li> <li>- recognise spelling patterns when reading rhyming words.</li> </ul>	<ul style="list-style-type: none"> <li>- make <b>predictions</b> about <b>characters</b> and <b>events</b>.</li> <li>- begin to make <b>inferences</b> about what is being said and done in a familiar text.</li> <li>- answer questions about a familiar text.</li> </ul>	<ul style="list-style-type: none"> <li>- read for information and find information within a text.</li> <li>- develop accurate reading of words with two or more <b>syllables</b>.</li> </ul>	<ul style="list-style-type: none"> <li>- make <b>predictions</b> and <b>inferences</b> based on the cover of a book and events.</li> <li>- develop fluency through regular repetition of story.</li> <li>- Read without undue hesitation.</li> </ul>	<ul style="list-style-type: none"> <li>- make <b>inferences</b> about character's feelings and events.</li> <li>- answer questions about a familiar text.</li> </ul>